

## BOULDER BLUFF ELEMENTARY

400 Judy Drive  
Goose Creek, SC 29445

**GRADES** K-5 Elementary School

**ENROLLMENT** 651 Students

**PRINCIPAL** Kathaleen Williamson 843-553-1223

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-899-8602

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	58	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

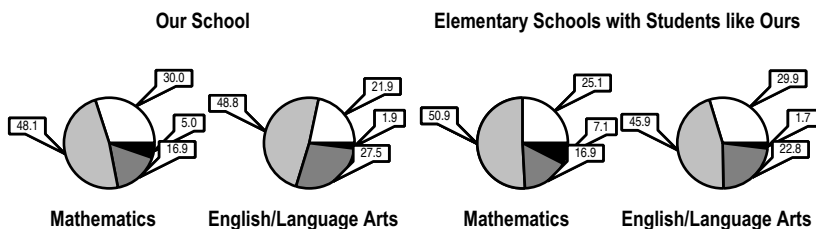
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




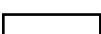
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	43	114	88
Percent satisfied with learning environment	78.0%	76.6%	77.9%
Percent satisfied with social and physical environment	78.0%	83.0%	65.1%
Percent satisfied with home-school relations	45.2%	82.3%	83.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	351	99.7	21.9	48.8	27.5	1.9	29.4	17.6
Gender								
Male	182	99.5	23.8	50.0	25.0	1.2	26.2	17.6
Female	169	100.0	19.9	47.4	30.1	2.6	32.7	17.6
Racial/Ethnic Group								
White	210	99.5	17.0	45.9	34.5	2.6	37.1	17.6
African-American	123	100.0	30.6	52.3	17.1	N/A	17.1	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	30.0	50.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	292	100.0	15.1	50.2	32.5	2.3	34.7	17.6
Disabled	59	98.3	54.5	41.8	3.6	N/A	3.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	351	99.7	21.9	48.8	27.5	1.9	29.4	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	346	99.7	21.6	48.6	27.9	1.9	29.8	17.6
Socio-Economic Status								
Subsidized meals	234	100.0	25.7	50.5	22.4	1.4	23.8	17.6
Full-pay meals	117	99.1	14.2	45.3	37.7	2.8	40.6	17.6

Mathematics								
All students	351	99.7	30.0	48.1	16.9	5.0	21.9	15.5
Gender								
Male	182	99.5	31.7	47.0	15.2	6.1	21.3	15.5
Female	169	100.0	28.2	49.4	18.6	3.8	22.4	15.5
Racial/Ethnic Group								
White	210	99.5	24.2	49.5	20.6	5.7	26.3	15.5
African-American	123	100.0	41.4	47.7	9.0	1.8	10.8	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	30.0	30.0	30.0	10.0	40.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	292	100.0	24.5	49.4	20.0	6.0	26.0	15.5
Disabled	59	98.3	56.4	41.8	1.8	N/A	1.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	351	99.7	30.0	48.1	16.9	5.0	21.9	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	346	99.7	29.8	48.3	16.8	5.1	21.9	15.5
Socio-Economic Status								
Subsidized meals	234	100.0	33.6	49.5	13.6	3.3	16.8	15.5
Full-pay meals	117	99.1	22.6	45.3	23.6	8.5	32.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	77	N/A	13.0	42.9	42.9	1.3	44.2
	Grade 4	108	N/A	17.6	55.6	25.9	0.9	26.9
	Grade 5	100	N/A	18.2	55.6	25.3	1.0	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	100.0	15.1	42.5	40.6	1.9	42.5
	Grade 4	108	99.1	21.5	46.2	30.1	2.2	32.3
	Grade 5	130	100.0	28.1	56.2	14.0	1.7	15.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	77	N/A	33.8	51.9	10.4	3.9	14.3
	Grade 4	108	N/A	32.4	48.1	16.7	2.8	19.4
	Grade 5	100	N/A	25.3	51.5	20.2	3.0	23.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	100.0	21.7	49.1	22.6	6.6	29.2
	Grade 4	108	99.1	21.5	50.5	20.4	7.5	28.0
	Grade 5	130	100.0	43.8	45.5	9.1	1.7	10.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
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Students (n= 651)

First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Down from 5.4%	2.6%	2.4%
Attendance rate	95.1%	Up from 92.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.4%	Up from 9.7%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.0%	Up from 7.3%	8.9%	8.0%
Older than usual for grade	1.7%	Down from 2.8%	1.4%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 48)

Teachers with advanced degrees	41.7%	Down from 42.5%	46.5%	50.0%
Continuing contract teachers	66.7%	Down from 70.0%	85.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.1%	Down from 71.6%	86.2%	86.2%
Teacher attendance rate	96.3%	Up from 94.8%	95.1%	95.3%
Average teacher salary	\$37,455	Up 2.8%	\$39,468	\$39,909
Prof. development days/teacher	16.3 days	Up from 14.4 days	12.2 days	11.4 days

School

Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	20.9 to 1	Up from 20.2 to 1	18.5 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 84.9%	89.5%	89.7%
Dollars spent per pupil*	\$5,803	Up 59.7%	\$6,042	\$5,892
Percent spent on teacher salaries*	60.1%	Down from 64.9%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2002-03 school year Boulder Bluff Elementary School served approximately 700 students from Child Development to fifth grade. Our school is fully accredited by the Southern Association of Colleges and Schools. We continue to be an Exemplary Writing School, a school-wide School-to-Work Grant recipient, and an Arts in Basic Curriculum site. This year we received Distinguished Arts School status with the South Carolina Department of Education.

We opened last year with our new building intact. How wonderful to have a fully functioning cafeteria! The addition of our multipurpose room provided us a place to showcase student talents as they participated in PTO meetings and a variety of performances. The multipurpose room was also used to bring in evening arts performances that were open to the community. We had many other opportunities to use our new facility including hosting the state-wide Arts in Basic Curriculum Spring Meeting, various district meetings, and community groups. Beginning in January of 2003, Boulder Bluff Elementary became a host site for Lesley University Graduate program for teachers throughout the tri-county area.

We continued to provide activities and programs that accelerate student learning: Early Success and TASK Force reading programs for grades one and two, No-Fail Saturday School for grades three through five, the 21st Century Learning Center for fourth and fifth grade students, and the Earth Stewards program for fifth grade. As incentives and rewards for academic excellence we provided the Honor Roll Adventure Club and Accelerated Reader Celebrations.

Reviews of our test scores from 2002 PACT results indicate that we are still moving students from Below Basic into the Basic and Proficient categories. Our scores remain stable in English/Language Arts and mathematics with 82.3% of our students scoring at or above the standard in ELA and 69.5% of our students scoring at or above the standard in mathematics. Our goal continues to focus on moving students from the proficient category to advanced while maintaining the growth from below basic to basic.

We invited parents to "Meet the Teacher," Back to School Bash, the 9th Annual Great Community Cookout, Family Science Night, Parent Reading Club and a variety of individual classroom activities. Parents served as PTO officers, School Planning and Management Team members, and school volunteers. All parents were asked to review Tuesday Folders, sign reading logs, and attend parent academic and discipline conferences.

Kathleen Williamson, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.